

## NORTH MYRTLE BEACH PRIMARY

901 11th Ave. North  
North Myrtle Beach, SC 29582

GRADES	PK-1 Primary School	
ENROLLMENT	619 Students	
PRINCIPAL	Bobbie E. Edge	843-663-0195
SUPERINTENDENT	Gerrita Postlewait	843-488-6700
BOARD CHAIR	Will Garland	843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	0	0	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Excellent	Yes
<b>2004</b>	Excellent	Good	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for adequate yearly progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for adequate yearly progress.

**PERFORMANCE RATING CRITERIA**

Student attendance rate	96.6%
Student-teacher ratio in core subjects	19.6 to 1
Percent of parents attending conferences	99.0%
Days of professional development in early childhood devoted exclusively to knowledge and skills in working with children less than eight years old.	21.1

**Type of accreditation:** *(More than one may apply)*

- ☐ Not pursuing accreditation  
☐ Conducting a self-study  
☒ State Department of Education  
☒ Southern Association of Colleges and Schools  
☐ American Montessori Society  
☐ National Association for the Education of Young Children

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
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<b>Students (n= 619)</b>				
First graders who attended full-day kindergarten	95.7%	N/C	95.7%	98.4%
Retention rate	4.3%	Up from 4.1%	4.3%	4.5%
Attendance rate	96.6%	Up from 96.1%	95.9%	95.9%
With disabilities other than speech	4.6%	Down from 6.9%	4.4%	3.3%
Older than usual for grade	0.5%	Up from 0.2%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	45.2%	Up from 43.9%	53.3%	52.9%
Continuing contract teachers	83.3%	Down from 93.0%	90.9%	91.2%
Highly qualified teachers**	100.0%	N/A	100.0%	100.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	79.9%	Down from 89.9%	89.9%	89.3%
Teacher attendance rate	94.9%	Up from 94.7%	94.8%	94.8%
Average teacher salary	\$43,261	Up 1.1%	\$41,425	\$40,249
Prof. development days/teacher	25.0 days	Up from 14.9 days	18.0 days	15.7 days

<b>School</b>				
Principal's years at school	4.0	Up from 3.0	6.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.5 to 1	18.4 to 1	19.4 to 1
Prime instructional time	89.9%	Up from 89.7%	89.3%	89.4%
Dollars spent per pupil*	\$6,485	Up 1.5%	\$5,534	\$5,720
Percent of expenditures for teacher salaries*	68.7%	Down from 71.9%	66.0%	64.5%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance rate in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

In the midst of a thriving coastal community lies North Myrtle Beach Primary School. We strive to provide students rigorous and relevant experiences as varied and adventurous as our coastal backyard. We are proud to say at North Myrtle Beach Primary, "Everybody's Somebody."

The efforts of our students, faculty, and staff, combined with the support of our school community, enabled us to move forward with the performance goals included in our five-year school renewal plan. By the end of the 2003-2004 school year, 96% of our kindergarteners read at a text level of "3" or greater, and 93% of our first-graders read at a text level of "18" or greater as measured on benchmark texts. On first grade PACT, 97% scored basic or above in English Language Arts while 94% met standards in math. Personalized learning plans were shared with 99% of our parents.

Data analysis revealed our students needed additional support in writing, math problem solving, reading comprehension, and phonemic awareness/phonics. Staff development with teachers concentrating on reading strategies provided teachers with additional tools to close the gap between students' independent reading and comprehension levels. Staff development with kindergarten instructional assistants on phonemic awareness activities was used for small group instruction to assist our struggling readers. North Myrtle Beach Primary School was selected to participate in the State Improvement Grant. This is a federally funded grant that targets student behavior and reading and provides staff development to include training in administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment and the Peer Assisted Learning Strategies (PALS). These were administered and used to help all students become more fluent in their reading and decoding skills. Teachers have seen considerable gains in their students since using these tools. We have hired an early intervention teacher to work with our kindergarten students who need strategic help in the area of reading. The grant has allowed us to better target our children with behavior issues and to provide intervention for them. Ceremonies were held quarterly to recognize student achievement and improvement. One of our teachers is to be commended on receiving National Board Certification, bringing the total number of National Board Certified teachers to six. Five classrooms were recognized as Reading Renaissance Model Classrooms for their work with the Accelerated Reader program, and our media center was named a Model Library. Another highlight includes receiving the Pacesetter Award.

The School Improvement Council focused its efforts on providing a safe environment. A survey was taken of parents' safety concerns, results were published in the newsletter, and actions were taken to address these concerns.

Given the added support in writing, math, and reading comprehension strategies, we anticipate gains in these areas. We shall continue to stress the importance of student attendance, and we expect positive results in this category as well.

Bobbie Edge, Principal

Kay Barrier, School Improvement Council Chairwoman, 2003-04

**EVALUATIONS BY TEACHERS**

	Teachers
Number of surveys returned	38
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with home-school relations	100.0%